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ABSTRACT

Developed as a quinmester unit for high schools on performance in argumentation and debate, this guide provides the teacher with teaching strategies for a study in which students refine their understanding of the principles of argumentation and debate through participation in classroom debate. The course includes the structuring of a variety of case approaches, increased awareness of qualitative evaluation of evidence and stylistic factors of persuasion. The guide is arranged by performance objectives with teaching strategies listed under each objective. Appended is a list of student and teacher resources, including textbooks, reference materials, and periodicals. (HOD)

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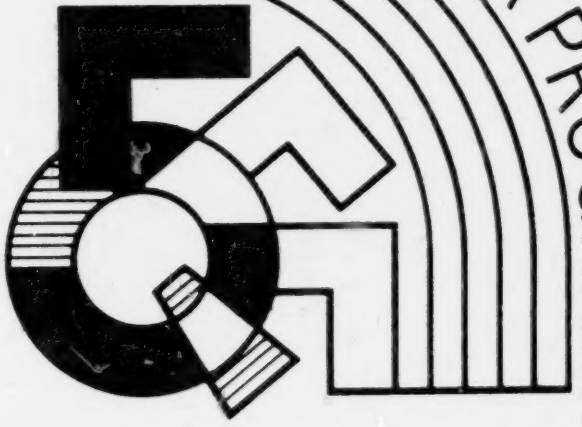

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS

Performance in Argumentation and Debate

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5116.134
5197.02

CS 500 518

DIVISION OF INSTRUCTION • 1971

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PERFORMANCE IN ARGUMENTATION AND DEBATE

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5197.02

English, Debate

Written by Karen P. Wilson
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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COURSE NUMBER

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COURSE TITLE: PERFORMANCE IN ARGUMENTATION AND DEBATE

COURSE DESCRIPTION: A study in which students refine their understanding of the principles of argumentation and debate through participation in classroom debate. The course includes the structuring of a variety of case approaches, increased awareness of qualitative evaluation of evidence and stylistic factors of persuasion. For maximum success, students should have had Fundamentals of Argumentation and Debate.

I. PERFORMANCE OBJECTIVES

A. Given access to evidence on the current national high school debate topic, the student will determine quality evidence by successfully testing the truth or wisdom of the evidence itself.

B. Given a resolution set by the National University Extension Association, each two-man debate team will construct arguments in a form that the majority of the debate critics would accept as sufficient to fulfill the affirmative burden of proof.

C. Given time to research the annual high school debate topic, the student will construct negative cases to block effectively the acceptance of affirmative prima facie cases by a competent debate critic.

D. Given time to construct affirmative and negative arguments on the annual national high school debate topic, the student will pose points of view on both sides of the question in such a way as to convince his listeners that those points of view are valid.

II. COURSE CONTENT

A. Rationale

For students who have the ability to research and communicate newly developed thoughts, a second and even third course in debate is essential. This course will help to fulfill that need.

There are many young men and women who can deepen their powers of introspection and expand their academic well-roundedness through a performance class. The techniques of debate train students in building and supporting concepts. Offering a class that enables students to develop logical thinking abilities will foster a generation of youth who can think and act on their own conclusions.

B. Range of subject matter

1. Evidence

a. Kinds of evidence
b. Evaluation of evidence
c. Collecting and compiling evidence
d. Utilization of collected evidence

2. Affirmative cases

a. Types of affirmative cases
b. Choosing cases to meet the current high school resolution
c. Presenting those cases in classroom debate

3. Negative cases

a. Types of negative cases
b. Choosing cases to refute successfully the current national high school debate resolution
c. Presenting negative cases in classroom debates

4. Stylistic factors

a. Effective delivery of speeches in a debate
b. Use of debate terminology and strategies to persuade the debate critic

III. TEACHING STRATEGIES

A. Given access to evidence on the current national high school debate topic, the student will determine quality evidence by successfully testing the truth or wisdom of the evidence itself.

1. Projects

a. Give each student cards of professionally prepared evidence. Explain how direct evidence differs from presumptive evidence. The student should then be responsible for gathering a specified number of examples on his own.

b. Set up assignments that will enable students to gather data and assemble files sufficient both to refute and support the current National University Extension Association topic. This exercise should require at least 1,000 evidence cards.

c. Give students series of mimeographed cases exemplifying each major type of affirmative case on some resolution other than the current NUEA topic to review materials taught in Fundamentals of Debate.

d. Have students construct affirmative cases on the current national high school debate topic using those types of cases that best suit the resolution.

e. Give students series of mimeographed outlines demonstrating the major types of negative cases.

f. Require all students to debate several times both affirmatively and negatively in class with the teacher acting as the debate critic.

g. Video-tape each student delivering several extemporaneous speeches and several prepared speeches. Evaluate his style of delivery and have him suggest means of improvement.

h. Expose the class to tape recorded debates for the purpose of teaching proper debate language and terms. Students should then be required to use these elements properly in all ensuing debates.

2. Writing assignments

a. Develop written analysis of the current national high school debate topic before any cases are constructed for classroom use.

b. List the negative arguments and the affirmative arguments a student might use as the basis for analysis of a topic. From these arguments affirmative and negative philosophies as well as affirmative and negative cases can be developed for use in classroom debates.

c. Divide the class into pairs. Require each team to develop a hypothesis to support a given resolution. That hypothesis must then be developed into a short term paper and all the arguments supporting it must be augmented with evidence, reasoning, and logic.

d. Set up a written assignment for each student in which he is to list and support the advantages of the status quo as defined by the annual NUEA proposition. These advantages should then be reviewed in class discussion.

e. Evaluate the status quo as determined by the annual national high school debate topic. From the evaluation of the present system, develop negative cases in which the arguments are outlined and supported with evidence.
f. Develop all affirmative cases supporting the proposition in their entirety with the first affirmative speech written exactly as it will be stated in an actual debate.

3. Discussion

a. Discuss possible interpretations of the terms of the annual NUEA resolution. The interpretations decided upon by the class or by the individual should then be used as the basis for building affirmative cases.
b. Lead class discussions on possible philosophies for affirmative and negative cases. At the conclusion of the discussion, require the student to include some affirmative or negative philosophy in the affirmative and negative cases he constructs.
c. Hold a number of panel discussions on subtopics of the year's resolution for the purpose of further analyzing the resolution and determining possible affirmative cases.
d. Lead a discussion, after each classroom debate, on the merit or quality of the debate (Did the affirmative have a prima facie case? Did they propose a workable plan? Did the advantages of the plan sound feasible and did the negative team refute all these factors?) This discussion might also involve a teacher critique on the style of the debaters and their effectiveness on the audience.
e. Assign problems related to the annual NUEA resolution to groups of four or five for discussion in class. All presentations should include evidence to support individual assertions and every statement must be supported with reasoning and logic.

4. Short lectures

a. Accompany each type of affirmative case format with a lecture. Use these lectures to point out the need for different case formats and the appropriate times for using each.
b. Accompany each negative outline given to the student with a lecture. These lectures should include information about the use of a particular type of negative case and the advantages of combining certain forms of negative cases.

c. Lecture on new developments in the field of the resolution. The material for these lectures should include information from current event publications, governmental pamphlets, and current thinking.
d. Lecture on debate etiquette.
e. Lecture on debate strategy and debate tactics as a means of helping students overcome their opposition in an actual debate.

5. Resource personnel

a. Invite debate teams from the University of Miami and from Miami-Dade Junior College to give demonstration debates and to discuss the merits of debate with the students.
b. Ask legislators and politicians to discuss the value of debate as a political function within a democratic society.
c. Give students a bibliography of professional sources of evidence on the resolution of the year. Students should then be required to add to the bibliography and to keep it current.
d. Introduce the mass media as a source of evidence and require students to take advantage of current events periodicals. Such programs as "Firing Line" and "The Advocates" might be required viewing as a means of observing the use of data to support an argument.

6. Field trips

a. Observe a jury trial for the purpose of increasing students' awareness in using evidence to support a case or an argument.
b. Send students to the University of Miami to observe college debates on weekends that the University hosts events. At the next class meeting, students should discuss the quality of the debates they observe.
c. Send students to the feeder junior high schools to give demonstration debates as they gain expertise.
d. Hold contract debates with other high schools in the county for those students who are not proficient enough to participate in formal debate tournaments.
e. Permit students who have sufficient debate expertise to participate in high school debate tournaments on the weekend and to travel with the school debate teams.

7. Large group

   a. Make available to each student in the class professionally prepared materials on the current National University Extension Association high school debate topic. After the students have been given time to acquaint themselves with both affirmative and negative thinking on the debate question, require them to contribute a specified number of evidence cards to a class file of evidence. Each card should be filed under an appropriate subtopic.
   b. Use several class periods to read aloud editorials from leading newspapers and magazines. Then ask the class to analyze orally the kinds of evidence used to support the author's ideas. Class discussion should be used to aid students in testing evidence and reaching decisions on the validity of the evidence.
   c. Hold a class discussion on the spirit of the current national high school debate topic in order to evaluate each of the types of evidence and its applicability to the current resolution. All the types decided upon in these discussions as being relevant to the topic should be developed by the students and placed in the class general evidence file.
   d. Play a recording of a debate which uses the cross-examination format. When a point or an issue is supported with evidence, stop the tape and ask the class to decide on its type and effectiveness. Employ the usual testing methods to evaluate the evidence.
   e. Give students copies of a prepared debate and ask them to classify each piece of evidence. After each student has completed this assignment, hold a class discussion that requires each student to defend his classification of each piece of evidence. If a discrepancy arises, apply the test of evidence to resolve the argument.

8. Small group

   a. Divide the class into groups of four. Give each group an outline of an affirmative case on the current national high school debate topic and require the group to find sufficient evidence to support the case.
   b. Have each group substantiate the case given them. The case in its entirety should then be given to another group in the class who will develop a well substantiated negative case outline to refute the affirmative contentions and evidence.

c. Give affirmative and negative outlines with attached evidence to a third group in the class who will be responsible for deciding which group has best proved its case. In this exercise the primary emphasis should be on the evidence not the case structure.

d. Assign an affirmative contention to each student and require him to find evidence to support that contention. When the student has met this requirement, he should present his argument to the class. At the end of the student's presentation, a panel of three or four students should be chosen to critique orally the quality of the evidence used in the presentation. This exercise should be continued until each student has presented an affirmative contention with evidence and has had an opportunity to critique evidence presented by his classmates.

e. Assign a negative contention to each student and require him to substantiate that contention with evidence. The student should be required to present his argument to the class orally. At the end of the oral presentation, one student should be chosen from the class to discuss the kinds of evidence used by his classmate and to determine if the evidence constituted proof.

f. Divide the class into groups of three or four and present each group with a complete case published in a professional debate source. Each piece of evidence should have the test of evidence applied to it — recency, relevancy, internal consistency, external consistency, sufficiency, comparative quality, and special tests of statistical evidence — and a group decision reached on the quality of the evidence. If the group finds the evidence to be of little value, they should locate evidence of their own to support the affirmative issues. After a sufficient amount of time to gather evidence, the group must decide if the evidence newly gathered is sufficient or if the point or issue as stated cannot be adequately proved.

9. Independent study activities

a. Require each student to prepare and deliver a five-minute argumentative speech in which more than one kind of evidence is used to support the point or points in partition. Quote the evidence from cards made up from reliable sources which prove valid when the tests of evidence have been applied to them.

b. Ask a social studies teacher to deliver a class lecture on the year's debate topic, listing both affirmative and negative arguments and supporting them with evidence. At the conclusion of the lecture, ask the students to list the arguments and the kind(s) of evidence used to support each argument. After the evidence has been tested and evaluated, each student must decide which of the two arguments was best supported. The student might orally present his decision to the class for discussion.

c. Present the student with a list of several pieces of evidence on the current national high school debate topic taken from different sources and require him to rank them according to usefulness in a debate case structured by a professional source.

d. Give each student in the class a model of the possible methods of filing evidence (the simple alphabetical system, the elaborate alphabetical system, and the index sheet system) and ask him to evaluate the effectiveness of each. After the student has been given enough time to think through each system, he and his debate partner should decide on a workable system for them and set up the team evidence file accordingly. The instructor should grade or check the file boxes periodically and urge the student to throw out all the quote cards that are not relevant to the topic and/or to find new pieces of evidence necessary to support fully an affirmative or negative position in a formal debate.

10. Optional

a. Require the student to develop a definition of "evidence." All the developed definitions might be discussed in class to help students better understand the differences between evidence and quotations related to the current high school debate topic. (The instructor may find this exercise unnecessary if the students have had the Fundamentals of Debate class.)

b. Require students to list all the sources of evidence and to find some evidence from each source for the support or refutation of the year's debate topic.

c. Give students a professionally developed criterion for testing evidence and require them to apply that test to each quotation before placing it in their evidence file.

d. Research topics other than the current high school one, if time permits, and develop affirmative and negative case outlines with evidence on these topics. Break the class down into forums, symposiums, and panels to present the topics newly researched in discussion form.

B. Given a resolution set by the National University Extension Association, each two-man debate team will construct arguments in a form that the majority of the debate critics would accept as sufficient to fulfill the affirmative burden of proof.

1. Large group

a. Expose students to tapes discussing the role of logic in academic debate. (These may be obtained from the English department at the University of Miami.) After listening to the tapes, the student should be asked to define the four basic types of arguments used in academic debate. Hold a class discussion on the use of each type of argument in relation to the debate topic currently under consideration.

b. Conduct a series of student discussion groups on the four basic types of arguments used in academic debate. Each group should conclude:

(1) The relevancy of the argument to the current national high school debate resolution.
(2) The availability of evidence to support the kind of argument being used in a debate.

c. Hold student-led class discussions on possible definitions of the terms in the NUEA current debate proposition.

d. Ask an expert in the community to lecture on the topic of the annual NUEA proposition. At the conclusion of the lecture, urge the students to ask pertinent questions of the lecturer. This session might be used specifically to aid students in finding ideas for affirmative cases.

e. Conduct a series of teacher-led class discussions on possible affirmative case philosophies. The class discussion should work toward helping students decide the limits of the present high school debate resolution.

2. Small group

a. Divide the class into groups of two students and require each team to present a traditional need affirmative case on the current high school debate proposition. One student will act as an affirmative speaker and present a three-minute affirmative speech in which he states the proposition, defines the terms, and states the issues in the case. The other student, acting as a negative speaker will accept the definition, accept the statements or issues, and revise the issues if he thinks this advisable or offer additional issues if necessary.

b. Require each team to construct an affirmative brief on the high school debate topic chosen for that year. The brief should include possible case approaches, issues and proposals for each case, and evidence to support each issue.

c. Use several class periods for each two-man team to present at least one developed case approach in formal classroom debates. A second two-man team should be chosen to refute the issue presented by the affirmative team. All the class members not participating in a specific debate might be given an official debate ballot and asked to determine a victor in the debate.

d. Use several consecutive class periods at the beginning of the course to analyze affirmative issues with each two-man team. Present students with certain "evils" inherent in the current national high school debate topic and ask them to prove or disprove their inherency. The teams would then extemporaneously support the significance and relevance of these contentions using logic and evidence drawn from the individual file boxes as well as from the class' general evidence file.

e. Give each two-man team an outline of an affirmative case from professionally prepared sources on the high school debate question and require them to support that outline. The case with its evidence should be presented orally in class. After the presentation of the affirmative arguments, appoint a panel of three students to refute extemporaneously the established arguments. Give the affirmative team a short period of time to prepare a refutation and then require them to refute directly each negative argument set forth by the panel.

f. Have each assigned affirmative team in the class set up a list of possible proposals to replace the present system as defined by the current national high school debate topic. The list of proposals should be mimeographed and a copy given to each member of the class to be used as a reference source.

g. Make available to each affirmative two-man team published thoughts on the terms of the present high school resolution. After sufficient time has been given for research, require each team to define formally the terms of the resolution and to prove these definitions workable by developing an affirmative case to support them. Use any one of the formal case approaches suitable to the debate topic.

h. Attend the debate tournaments hosted regularly by the senior high schools in the area. Cases presented should be evaluated by a competent debate critic and all comments brought back to the classroom for oral discussion.

i. Participate in the United Nations General Assembly held at one of the senior high schools in the county each year. Prepare for this activity by conducting a mock assembly in class that requires students to formulate propositions that are suitable for debate by members of the United Nations. Each student should present and support his resolution with evidence, reason, and logic. Debate each resolution in class.

j. Require each student to write a bill on some phase of the current national high school debate topic. Use the format set up by the National Forensic League for writing bills and require each student to present his bill by giving an author speech supporting his proposal. After the author speech has been presented, encourage classroom debate on the bill through the use of parliamentary procedure. The instructor should urge students to evaluate each bill.

k. Make available to each team in the class formats of the different types of affirmative case approaches. Require each team to evaluate the approaches and decide on the one most appropriate for use in proving the NUEA resolution of the current year. To help the team to be sure of its final decision, ask them to justify their decision. Once the affirmative approach has been decided upon, the affirmative team should construct at least one prima facie case that closely adheres to that format.

3. Independent study activities

a. Require each student to prepare a brief paper in which he defines the terms of the current resolution. Any terms that are deemed unusual might be used for class discussion and evaluation.

b. Have students find examples in leading newspapers and periodicals of an argumentative speech on a proposition of policy. A brief paper stating the proposition and the issues of the speech should be prepared by the student. All the papers may be used for class discussion on how well the speaker clarified the major issues, supported the issues, and used stylistic factors to persuade the audience. At the conclusion of the class discussion, students might be required to write brief papers refuting the speaker's support of the issues.

c. Require students to select a bill currently being debated in Congress. The arguments supporting the bill should be studied and the type of affirmative case most effective in presenting the arguments decided upon. The bill selected by the student may be used for a class discussion in which the arguments are presented and supported with evidence.

d. Have each student prepare an affirmative outline on the current debate proposition using the traditional need case approach. Use the same affirmative outline to convert the arguments into a comparative advantage affirmative case to meet the resolution in question. When the individual outlines have been completed, the student should work with his assigned debate partner to present the case to the class. One two-man team in the class might be chosen to refute the cases.

e. Attend an intercollegiate debate at a college in the area. Require each student to outline an affirmative case observed at that tournament and to develop a written critique on the organization and development of the affirmative case or cases heard.

f. Require the student to prepare a paper explaining the responsibilities of each affirmative speaker. The paper should be read in class and a discussion held on the obligations of an affirmative team and the role of each speaker in meeting that obligation.

4. Optional

a. Travel to junior high schools in the area to present debates on policy propositions developed and supported by the students.
b. Develop propositions of fact and present those debates to one of the social studies classes in the school. Ask the instructor in the social studies class to evaluate the debate and to determine a winner in the situation.

C. Given time to research the annual high school debate topic, the student will construct negative cases to block effectively the acceptance of affirmative prima facie cases by a competent debate critic.

1. Large group

a. Conduct a series of student-led class discussions on the annual NUEA resolution. Use these discussions as a means of helping students find all the desirable factors.
b. Play a recording of a debate which uses the classical affirmative approach to meet the proposition. Require all students to flow-sheet the entire recording and to identify the type of negative case used in the debate. The next class session should be used to evaluate the negative case on its general effectiveness, organization, development of ideas, and the quality of the evidence to support the contentions.
c. Hold a series of class discussions on the possible types of negative cases. Reach a class decision on the ones that appear most appropriate for refutation of the current affirmative proposal. This decision should bring out not only the possible effectiveness of the case but also the validity with which it may be argued against the major types of affirmative cases.
d. Present a debate on the annual high school debate topic to other classes in the school. The debate might be set up in such a manner as to have the arguments supporting the status quo appear the stronger. Time might then be given for the class to whom the debate was presented to list arguments not set forth by the affirmative team. The two debate students upholding the negative side would be responsible for extemporaneously refuting those arguments. This exercise should be repeated until all class members have presented debates to some class in the school. (This exercise can also be used when working with affirmative cases.)

e. Select bills currently being debated in Congress. Study the arguments being used by negative speakers on the bill and decide what type of case is being used to refute the bill. The idea or course of action provided for in each bill might be used for class discussions that call for alternate affirmative and negative speakers. All speeches should be thoroughly researched and supported with evidence.

f. Attend intercollegiate debates at one or more of the colleges in the area and prepare an outline of one of the negative cases. Critique the negative case on its organization and development of contentions. Require each student to present orally his outline of the case to the class. The presentation should be supported with logic and reasoning.

g. Participate in the annual Social Studies Fair. The student must research the proposition proposed by the committee, build an affirmative case to support it, and a negative case to refute it.

h. Require students to build negative refutation for the issues decided upon earlier in the course for use in the Mock United Nations General Assembly. All negative arguments must be supported with quality evidence, logic, and reasoning. A mock assembly should be held in class to give the student a chance to present his arguments and to have them refuted. The instructor might use this exercise to practice parliamentary procedure.

i. Prepare and present negative arguments on bills composed by students and presented in student congresses on a local level. Require all arguments to be strongly supported.

j. Invite debaters from schools in the area to the classroom for the purpose of participating in contract debates. The students from other schools might be asked to present affirmative cases on the current national high school debate topic, permitting the students in the class to build and present well-evidenced negative cases. Persons from the academic community should be invited to critique the debates.

2. Small group

a. Require each established debate team to write an analysis of each of the major types of negative cases. After each type has been analyzed, the team should decide which type of case they can most effectively employ to refute the affirmed proposition.

Once a type of case has been decided upon, the team should construct that case and employ it in a classroom debate.

b. Set up a list of the advantages that can be found only in the status quo as determined by the annual resolution. Each advantage should be evaluated by the separate teams and those that are appropriate to the case decided upon may be incorporated into the negative brief for use in formal debates.

c. Have each team set a list of possible minor repairs to refute anticipated affirmative cases. This goal may be accomplished by listing the possible evils inherent in the annual debate topic and then identifying a possible repair to the present system for each item. Use the list of suggested repairs for a class discussion in which two students argue for the repairs and two students disprove them for reasons of ineffectiveness or not meeting the needs of the current NUEA resolution.

d. Use the two-man teams already established in the class to write straight refutation negative cases to disprove affirmative cases developed to meet the resolution currently being considered by the high schools. Hold a series of classroom debates in which the negative teams are required to employ this type of negative strategy. Hold a class discussion at the end of the debate to evaluate the advantages of this type of case.

e. Have students identify specific means of refutation — attacking the reasoning, attacking the evidence, and attacking the analysis — plus the special devices — faulty disjunction, reductio ad absurdum, posing a dilemma, turning the tables, applying the methods of residues, using the questions or explanatory refutation, attacking a conclusion, and attacking a conclusion even if it is true.

f. Divide the class into groups of four or five persons. Each group should be assigned a carefully phrased clash point drawn from the national annual debate topic. Let the first speaker lead off with a one-minute defense of the point as phrased. Thereafter, all other members of the group should alternate by sides in attacking and defending that point in four-minute speeches. The speeches should include specific methods of support and/or refutation.

3. Independent study activities

a. Have each student list and define the special devices available for use in negative refutation.
b. Define and list the specific methods of refutation available for use in negative refutation.
c. Give each student a number of extemporaneous topics taken from the annual NUEA proposition and require him to support the topics with evidence, logic, and reasoning. The student then should show reasons why his ideas should not be accepted.
d. Give each student a copy of a printed debate and ask him to criticize the debate on the following factors:

(1) How much was refuted
(2) The position of the refutation
(3) The steps in the refutation
(4) The specific methods of refutation

e. Identify the opportunities for refutation found in a specimen of argumentative discourse, such as an editorial or a letter to an editor.
f. Require each student to develop an analysis of the plan objection arguments available for use in a negative case. Each of the three major arguments — plan-meets-need, plan-disadvantages objections, and workability objections — should be worked into a negative brief supported with evidence. These arguments can be implemented by requiring one student in the class to present possible changes in the present system to meet the annual resolution proposed by the NUEA. A second student may be chosen to refute extemporaneously the argument advanced.
g. Have students develop an outline of a negative case including the duties of both speakers in a debate. After each classroom debate, the student might constructively criticize the degree to which each speaker in the debate fulfilled his respective responsibility.

5. Optional

a. Ask the student to phrase a debate proposition which can best be refuted by the classical negative case. A case outline should be prepared and presented to the instructor. (This exercise may be extended to include all the possible negative approaches.)

b. Prepare an outline and a written critique of a negative case on a contemporary problem as presented in a recent speech. The speeches might be taken from Vital Speeches, the New York Times, or U. S. News and World Report.

D. Given time to contruct affirmative and negative cases on the annual national high school debate topic, the student will pose points of view on both sides of the question in such a way as to convince his listeners that those points of view are valid.

1. Large group

a. Use the text Famous Speeches in American History and read Booker T. Washington's "Atlanta Exposition Address" to the class. In a class discussion evaluate his method of introduction as a possible debate strategy.
b. Invite a state legislator from the community to give a persuasive speech on some aspects of the current national high school debate topic. Require all students in the class to critique the directness, the clarity, the choice of language, and the overall effectiveness of the speech. Students should list the techniques used by the speaker to persuade an audience.
c. Play a tape recording of a speech given by the President. Hold a class discussion to analyze the content of the speech and the delivery technique.

2. Small group

a. Divide the class into groups of four; send each group to a meeting of the various Toastmasters Clubs in the area. Each group should return to the class with a critique of the effective styles of the club members. Any strategies or tactics employed by the speakers that can be used for effective debate presentation should be pointed out and elaborated upon by the group.
b. Hold classroom debates using any type of affirmative and negative cases decided upon by the students participating. After the formal presentation, select a panel of three students to critique orally each of the speakers on the use of the body, the power of the language, clarity in the arguments, the student's ability to communicate ideas and points of view.

3. Individual student activities

a. Require each student to list and explain the various strategies and tactics available for interpreting and supporting the current debate topic.
b. Allow each student several opportunities to employ the above strategies and tactics in classroom debate. Each debate may be evaluated on individual flow sheets by members of the class.
c. Require students to develop in a written assignment the best strategies and tactics for the particular affirmative and negative case he is using for classroom debate. The listing should reflect the demands of his case. It should not be a non-thinking reflection but a practical one.
d. Permit each member of the class to write a rank-order list of the five most persuasive speakers he has heard. One person or a committee might then prepare a list of the speakers who were ranked on several ballots. When the second list is issued to the class, each student will rank each speaker he has observed, using the criteria of ethical persuasion: assurance, evidence of preparation, intensity, flexibility, sincerity and directness.
e. Require each student to write a critique of a public speech of advocacy taken from Vital Issues. Evaluate the speech on ethical persuasion elements as well as the strategies and tactics employed to persuade the reader.
f. Give each student several opportunities to deliver extemporaneous speeches on current event topics. The instructor should critique the speeches using the criteria found in the above exercise.

V. STUDENT RESOURCES

A. State-adopted textbooks

Discussion and Debate

B. Non-state-adopted supplementary materials

1. Textbooks

Wood, Roy V. Strategic Debate. Skokie, Illinois: National Textbook, n.d.

2. Reference materials

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